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ABSTRACT

In view of the lack of information on special programs for the hearing impaired in Arizona community colleges, a survey, based on the exemplary special programs at the University of Arizona and at Pima Community College, was sent to the 15 community colleges in the state. The survey investigated the following areas: the program supervisor, the number of hearing impaired students at the school, methods used in attracting and informing students with regard to special services, whether or not services such as interpreting, notetaking, tutoring, special counseling, and sign language courses were offered, how many students were involved in each of the programs, and future plans. Most (i.e., six) of the nine colleges that provided useful information were able to provide statistical information about their hearing impaired students; two of these, however, had no such students. Students at five colleges utilized interpreters; notetakers were provided at four schools; five schools offered tutorial services; one college offered special classes for the hearing impaired; special counselors were provided by three colleges; and three colleges had sign language courses. Recommendations based on the study are included and appendices contain a list of consultants at the colleges surveyed, the survey instrument and results, and a bibliography. (MB)

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COMMUNITY COLLEGE SERVICES

FOR HEARING IMPAIRED STUDENTS

IN ARIZONA

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Sign Language Instructor

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January 13, 1979

JC 790 192

This paper provides a look at community college programs for the hearing impaired in the state of Arizona. Community colleges must provide these special programs because

> . . . under the Rehabilitation Act of 1973, Section 504, community colleges which receive federal funds may not discriminate against qualified handicapped students.[1]

Many authors have stated that these special support services are vital to the success of hearing impaired students in regular schools. Many schools are reluctant to provide special services, however, because "for most community college systems the required changes represent sizable outlays of money, staff time, and physical plant changes."[2]

Many people have studied the needs of hearing impaired college students. Quigley et. al.[3] asked hearing impaired students about their needs. Hawkins and Vernon studied the special programs offered for the handicapped in the United States with special emphasis on California and Maryland. They found that

> . . . most colleges in other states [besides Maryland] which do serve deaf students have a centralized program of support services which meet the specifications of Section 504. For example, classroom interpreters relay spoken lectures to deaf students through sign language; the use of note-takers allows the deaf student to give full visual attention to the interpreter and instructor; counselors trained to work with deaf individuals assist in personal and career counseling; tutorial and remedial assistance tailored to the deaf student's needs are provided; and sign language classes are available for hearing students and staff who wish to take them. There are currently more than 40 colleges in the U.S. which offer a program of this kind.
>
> At present, it is not feasible for all community colleges to offer all of these support services for the small number of deaf people in their respective communities.[4]

Culton mentioned the number of special programs for the hearing impaired when he said, "In the nine short years since [1960], about 100 postsecondary schools, mostly community colleges, inaugurated special services for approximately 2,500 hearing impaired students throughout the United States and Canada."[5] He also desribed the special services that hearing impaired students needed: "Professional support personnel are vital to most hearing impaired students' success. A counselor especially trained to serve deaf students can supplement the work of other counselors on the college campus."[6] Jones and Murphy[7] said that interpreters, notetakers, tutors and sign language classes were essential parts of California State University at Northridge's program for hearing impaired college students.

Specific information about community college programs for the hearing impaired in Arizona was not easily available. A search of the University of Arizona card catalog, Resources in Education (ERIC), and Current Index to Journals in Education (CIJE) did not uncover any useful information.

Community colleges were very reluctant to mention their own special programs. Only three colleges even briefly mentioned in their catalogs the existance of any special programs for handicapped students. Maricopa Technical Community College said:

> As an extension of the counseling service, there is a counseling office for the handicapped student. This office will assist the student in their personal, educational and vocational progress.

Mesa Community College said they had a "Special Services Project, from Title IV of the Special Services for Disadvantaged Students in Institutions of Higher Learning." They added that it was designed "to serve all students in need." Pima Community College

was more specific when it said:

> Special programs are provided to assist Indian students, ex-offenders (PRISM), foreign students, veterans, and those who are physically impaired or have limited mobility. These programs include assisting the qualified student in obtaining financial benefits, counseling, and tutoring.

Very few community colleges publish special informational booklets about their special services. Two community colleges sent copies of brochures which described special services provided by the college. Mesa Community College's booklet for handicapped students specifically mentioned counseling, tutoring, notetaking interpreting, and other services for hearing impaired and other handicapped students. Pima Community College's booklet for hearing impaired students listed interpreting, tutoring, notetaking, counseling, workshops, special classes, and many other services.

This paper provides information for many people. This paper should enable hearing impaired students and their parents to select a community college on the basis of these services, or lack thereof. High school counselors of the hearing impaired may also use this information to advise their students. Adminstrators of special programs for the hearing impaired have not had readily available information about other community college programs. They are forced to rely either on their own information or establish contacts with other administrators. Community colleges with special programs for the hearing impaired may use this study to evaluate their programs. Community colleges without special programs may use this paper as a guideline for establishing a program. This survey may, it is hoped, serve to stimulate community colleges to develop special programs, or to improve existing ones.

METHODS

The survey (Appendix 1) was based upon the special programs at the University of Arizona and at Pima Community College. Both of these schools were recognized as having superior programs for the hearing impaired. Lawrence Hayes, the counselor coordinator of the Special Services for the Deaf at the University of Arizona, and Tina Stewart, the Advising Specialist for the Deaf and Blind at Pima Community College, were both asked to describe their programs before the survey was constructed. Two questions were included about the program supervisor, so that interested persons would be able to obtain additional information from them. Three questions were included to determine the number of hearing impaired students at the school. Both the University of Arizona and Pima Community College had special programs to inform hearing impaired students about their special services, so a question was included about attracting hearing impaired students. Both programs featured interpreting, notetaking, tutoring, special counseling, and sign language courses. Questions were therefore included in the survey to determine whether or not the surveyed schools offered such services, and the number of students involved in them. Pima Community College also offered special classes for the hearing impaired, so a question about special classes were included. Both schools offered additional programs which were not part of the survey, because they were considered to be of less importance than the programs in this survey. Two general questions were included to obtain information about programs that were not offered at the above two colleges. A final question about provisions for potential future hearing impaired

students was included to obtain input from schools which do not have any hearing impaired students.

The survey was sent to the 15 junior colleges and community colleges listed in the 1978 edition of Patterson's American Education. The names and addresses of these schools were listed alphabetically by county in Appendix 2. The name and title of each program's supervisor were included wherever that information was provided by the college. A survey was not sent to Arizona College of Technology because it was not listed in this edition of Patterson's. A survey was not sent to Gila Pueblo College, because it was the Globe branch of Eastern Arizona College.

RESULTS

Out of the fifteen community colleges that were sent surveys, nine colleges provided useful information, one did not have any information to send, and five colleges did not return the survey at all (see Table 1). The five colleges that did not reply may have had hearing impaired students in attendance during either the 1977-78 or the 1978-79 school year. Phoenix College's Advisor to the Physically Limited had not been working at his job for long enough to be able to provide any information.

Cochise College

Although Cochise College has made an effort to accomodate hearing impaired students, the program has been relatively unstructured. Cochise College did not keep records for either the 1977-78 or 1978-79 school year of the number of student applications, acceptances, or attendance of hearing impaired students. Hearing

impaired students did not utilize interpreters during either school year, but one volunteer was available for this service. Notetaking services were not available during either school year. Even though hearing impaired students did not utilize tutorial services during either school year, these services were sporadically available, depending upon the subject. Cochise did not offer any special courses for the hearing impaired during either school year. It did not employ any special counselors for the hearing impaired. Cochise College offered its first sign language class as a non-credit course to 25 students during the 1978-79 school year. Plans have been made to begin offering the course for three units of credit during the fall semester of 1979. No plans have been made to attract additional hearing impaired students.

College of Ganado

Although the College of Ganado did not have any hearing impaired students during either the 1977-78 or 1978-79 school years, it had several ideas for accomodating these students. It did not have any plans to attract hearing impaired students. The college had the Toyei Opportunity Center as a source of needed services and information. The College of Ganado's reading lab could have been used to assist hearing impaired students.

Eastern Arizona College

Even though accurate records were not kept, hearing impaired students did attend Eastern Arizona College and receive services. A few hearing impaired students applied to Eastern Arizona College during the 1977-78 and 1978-79 school years. Because of the school's

open admissions policy, all applicants for admission were accepted. Several hearing impaired students attended Eastern Arizona College during the 1977-78 and 1978-79 school years. The college did not have any method of attracting hearing impaired students. The college did not offer notetaking services, special classes for the hearing impaired, or special counselors. Even though interpreting and tutorial services were offered, no records were kept of the number of students who utilized the services. Free tutorial services were offered to all students. Classroom lectures were taped for tutors' use. Between 25 and 30 people took advantage of Eastern Arizona College's manual communications workshop during the 1977-78 school year. No workshop was held during the 1978-79 school year.

Glendale Community College

Although Glendale Community College was unable to provide any information regarding the 1978-79 school year, information was sent about the 1977-78 school year. All ten hearing impaired students who applied were accepted to the college. Fourteen hearing impaired in all attended Glendale Community College. Six students utilized interpreters, notetakers, tutorial services, and special counselors. The college had two student advisors who acted as interpreters, notetakers, and tutors. The rehabilitation counselor served as the students' advisor and as an interpreter. Special classes for the hearing impaired and sign language classes were not offered at the college. All services were provided on an as-needed basis.

Maricopa Technical Community College

Even though Maricopa Technical Community College did not have any hearing impaired students during the 1977-78 school year, it had a special program for the hearing impaired during the 1978-79 school year. Both hearing impaired applicants were accepted by and later attended the school. One student utilized an American Sign Language certified interpreter. Both students had notetakers and tutors. The notetaker for the student with an interpreter was an unpaid classmate, while the other student's notetaker was paid as a student tutor. The college did not offer any special classes for the hearing impaired. Although special counselors were not provided, all handicapped students were referred to one counselor. No sign language courses were offered during the regular school year, but ten students attended a summer special-interest course in American Sign Language (AMESLAN). The college has investigated the possibility of translating written tests into AMESLAN. It has also worked on a booklet about services for handicapped students.

Mesa Community College

Mesa Community College had a substantial program for the hearing impaired. Records of student enrollment were not kept for the 1977-78 school year, but eleven hearing impaired students attended the college during the 1978-79 school year. Because the school's application forms do not contain any questions about disabilities, it was unable to provide any information about the number of hearing impaired applicants. Mesa Community College utilized a number of on-call sign language interpreters to assist

the one student who needed an interpreter. The college has worked to build a skill bank of interpreters. Mesa Community College utilized two types of notetakers for one hearing impaired student that used the service during the school year. Either a student in the class took notes for the hearing impaired student, or a person accompanied the student to a class. The college did not offer any special classes for the hearing impaired. Because hearing impaired students at the school received group tutoring and counseling through regular channels, where records of disabilities were not kept, the number of such students using these services was unknown. The special services department also provided individual tutoring. Although regular sign language classes were not offered, special-interest classes were offered. No enrollment records were kept for these courses. The special services department alerted instructors to the presence of hearing impaired students in their classes. Mesa Community College developed a special services booklet, which outlined services for the hearing impaired.

Navajo Community College

Navajo Community College did not have any hearing impaired students during either school year mentioned, but it was interested in providing services for any such students. The UAC Satellite Center was recently established as an outreach program for the handicapped at the college. Hearing impaired students could have been serviced by this center.

Pima Community College

Pima Community College offered the most extensive community college program for the hearing impaired in the state of Arizona. All of the college's records were for 1978, rather than by school year. No records were kept of the disabilities of student applicants. Thirty-five hearing impaired students attended the college during 1978. Of these thirty-five students, twenty-five utilized sign language interpreters, six attended only courses that were conducted in sign language, and four did not need sign language services. The college employed fourteen full-time sign language interpreters. Pima Community College utilized a student-interpreter matching system, an interpreter rating system, and an interpreter evaluation system. All twenty-nine of the college's mainstreamed hearing impaired students utilized the notetaking service. Notetakers were screened, matched with students, paid, and evaluated by the school. They were not allowed to take the same course for credit simultaneously. All thirty-five hearing impaired students at Pima Community College utilized tutorial services at one time or another during the year. The special services tutor utilized sign language. When hearing impaired students made use of departmental tutors, interpreters were provided whenever necessary. Six students attended the four special classes for the hearing impaired. The classes were Basic Math, Basic Writing, Reading, and How to Get the Most Out of College. All of the hearing impaired students at Pima Community College utilized the special counselor for the hearing impaired at one time or another. This counselor served as a

vocational counselor, a personal counselor, and a college advisor. The special services department also offered special workshops to the faculty, staff, and students. Pima Community College also offered many additional services to hearing impaired students. The college offered an extensive sign language program, which included approximately 575 students during 1978. Four semesters of sign language were offered which required about 30 classes. The school mentioned a sign language interpreter's training program, which will begin in the fall of 1979. Two new courses, The Community and The Exceptional Person, and The History of Deafness were planned as a part of this program, which will culminate in a 2 year Associate of Arts degree in Applied Science. Pima Community College's special services has written a booklet describing their services for the hearing impaired. A college representative provided information about the college to schools and agencies serving the hearing impaired.

Yavapai College

Yavapai College made an effort to accomodate hearing impaired students within the framework of its existing facilities. Though Yavapai College had handicapped students during the 1977-78 and 1978-79 school years, it did not keep records of their number. The college did not offer interpreting services, special classes for the hearing impaired, or sign language classes. The hearing impaired students did not utilize notetaking or tutorial services, which were available through the "Special Services For Disadvantaged Students." Yavapai College did offer a lipreading course. The college was interested in attracting hearing impaired students in the future.

SUMMARY

Community colleges in the state of Arizona had the following programs during the 1977-78 and 1978-79 school years. Most of the colleges were able to provide statistical information about their hearing impaired students (see Table 2). The College of Ganado and Navajo Community College did not have any hearing impaired students. Cochise College, Eastern Arizona College, and Yavapai College were unable to specify the number of hearing impaired students at their schools. Glendale Community College, Maricopa Technical Community College, Mesa Community College, and Pima Community College were able to specify the number of hearing impaired students attending them. Hearing impaired students at Eastern Arizona College, Glendale Community College, Maricopa Technical Community College, Mesa Community College, and Pima Community College all utilized interpreters. Notetakers were provided at Glendale Community College, Maricopa Technical Community College, Mesa Community College, and Pima Community College. Eastern Arizona College, Glendale Community College, Maricopa Technical Community College, Mesa Community College, and Pima Community College offered tutorial services. Pima Community College was the only college which offered special classes for the hearing impaired. Special Counselors were offered by Glendale Community College, Mesa Community College, and Pima Community College. Cochise College, Eastern Arizona College, and Pima Community College had sign language courses.

RECOMMENDATIONS

A careful study of this paper leads to many recommendations.

The colleges with programs for the hearing impaired should seek to publicize them. Where special services for the handicapped are available, they should be specifically mentioned in the college's catalog. These colleges should publish booklets which specifically define and list the handicaps the school offers services for. They should at least print a list of services. These booklets or lists should be sent to all schools for the hearing impaired, all schools with hearing impaired students, and all agencies which serve hearing impaired individuals. Workshops should be provided for the faculty, staff, and students to explain the problems of hearing impaired students.

Colleges without any hearing impaired students should make plans for possible future hearing impaired students. While it is clear that not every program is appropriate for every student and every school, this survey might serve as a guide for the development of such programs as may be useful. These schools should survey the needs of hearing impaired community college students. These colleges should make plans to meet these needs. This may involve utilizing or modifying existing programs, developing new ones, and locating other resources. These schools may need to investigate the possibility of sharing services with other, nearby colleges.

Colleges with hearing impaired students should survey the needs of their hearing impaired students. This will enable them to modify existing programs, and to add new programs as the need

arises.

All colleges should devise a method of identifying and following up on Hearing impaired students. While the mention of handicaps on application forms might lead to discrimination, the mention of handicaps on registration forms may be feasible. Schools must make sure that the needs of each hearing impaired student are being adequately met. This will allow the college to modify its program as the students' needs change.

Five areas emerge as being valuable services for the hearing impaired. While not all hearing impaired students need special counselors, they do need counselors who understand the needs of the hearing impaired. Severely hearing impaired students need sign language interpreters. Notetakers are a virtual necessity for hearing impaired students, whether the student uses speechreading or sign language. Most hearing impaired students need tutoring at one time or another. Sign language courses are a valuable addition to a college curriculum, because they allow hearing impaired students to communicate more effectively with more students.

FOOTNOTES

1. Harkins, Judy, and Vernon, McCay. "Community Colleges and Handicapped Students." Community and Junior College Review, 48 (1977), p. 35.

2. Ibid., p. 35.

3. Quigley, Stephen P., Jenne, William C., and Phillips, Sondra B. Deaf Students in Colleges and Universities. (Ann Arbor, Michigan: Edwards Brothers, 1968)

4. Harkins, op. cit., p. 36.

5. Culton, Paul M. "Deaf Students in Community Colleges." Community College Social Sciences Quarterly, 5 (1975), p. 42.

6. Ibid., p. 43.

7. Jones, Ray L., and Murphy, Harry J. "Integrated Education for Deaf College Students." Phi Delta Kappan, 55 (1974), p. 542.

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Culton, Paul M. "Deaf Students in Community Colleges." Community College Social Sciences Quarterly, 5 (1975), 42-44.

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Publication Manual of the American Psychological Association. American Psychological Association, Inc., 1967.

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Maricopa Technical
Community College

Tina Stewart
Advising Specailist for
The Deaf and Blind
Pima Community College

COLLEGES	Survey Returned; Information Used	Survey Returned; No Information Available	Survey Not Returned	Survey Not Sent
Arizona Western College			X	
Arizona College of Technology				X
Central Arizona College			X	
Cochise College	X			
College of Ganado	X			
Eastern Arizona College	X			
Gila Pueblo College				X
Glendale Community College	X			
Maricopa Technical Community College	X			
Mesa Community College	X			
Mohave Community College			X	
Navajo Community College	X			
Northland Pioneer College			X	
Phoenix College		X		
Pima Community College	X			
Scottsdale Community College			X	
Yavapai College	X			

TABLE 1

SURVEY RESULTS

1977-78 School Year

College	Question Number 1	2	3	4	7	9	11	13	15
Cochise College	?	?	?	0	0	0	0	0	0
College of Ganado	0	0	0	0	0	0	0	0	0
Eastern Ariz. College	*	**	***	?	0	?	0	0	25-30
Glendale CC	10	10	14	6	6	6	0	6	0
Maricopa Tech. CC	0	0	0	0	0	0	0	0	0
Mesa CC	?	?	?	1	1	?	0	?	?
Navajo CC	0	0	0	0	0	0	0	0	0
Pima CC	?	**	35	25	29	35	11	35	575
Yavapai College	?	?	?	0	0	0	0	0	0

1978-79 School Year

College	1	2	3	4	7	9	11	13	15
Cochise College	?	?	?	0	0	0	0	0	25
College of Ganado	0	0	0	0	0	0	0	0	0
Eastern Ariz. College	*	**	***	?	0	?	0	0	0
Glendale CC	?	?	?	?	?	?	0	?	0
Maricopa Tech. CC	2	2	2	1	2	2	0	0	0
Mesa CC	?	11	11	0	0	?	0	?	?
Navajo CC	0	0	0	0	0	0	0	0	0
Pima CC	?	**	35	25	29	35	11	35	575
Yavapai College	?	?	?	0	0	0	0	0	0

Symbols
? = respondent did not know exact number; information not available
* = "Few"
** = "All"
*** = "Several"

TABLE 2

SERVICES FOR HEARING IMPAIRED STUDENTS

College _____

Program Supervisor _____

Title _____

1. How many hearing impaired students applied to your college for the 1978-79 school year? _____ 1977-78? _____

2. How many hearing impaired students were accepted by your college during the 1978-79 year? _____ 1977-78? _____

3. How many hearing impaired students are currently attending your college? _____ 1977-78? _____

4. How many hearing impaired students are utilizing interpreting services during the 1978-79 school year? _____ 1977-78? _____

5. Does your school have any method of attracting hearing impaired students? If so, please describe it.

6. Please briefly describe the available interpreting services.

7. How many hearing impaired students are utilizing notetaking services during the 1978-79 school year? _____ 1977-78? _____

8. Please briefly describe the notetaking services.

9. How many hearing impaired students are utilizing tutorial services during the 1978-79 year? _____ 1977-78? _____

10. Please briefly describe the tutorial services.

APPENDIX 1

11. How many hearing impaired students are attending special classes for hearing impaired students only during the 1978-79 school year? _____ 1977-78? _____

12. Please briefly describe these classes.

13. How many hearing impaired students made use of special counselors during the 1978-79 school year? _____ 1977-78? _____

14. Please briefly describe the counseling program.

15. How many students are involved in sign language classes during the 1978-79 school year? _____ 1977-78? _____

16. Please briefly describe the sign language courses.

17. Please briefly describe any other special services for hearing impaired students.

18. If your school does not currently have any hearing impaired students, what provisions has your college made for future hearing impaired students?

19. Please send along any materials that might be helpful.

APPENDIX 1 (cont.)

COMMUNITY COLLEGES BY COUNTY

Apache

1. College of Ganado
   Ganado, AZ 86505
   Respondent: Bob Phelps
   Compliance Officer

2. Navajo Community College
   Tsaile, Navajo Nation
   Arizona 86556
   Respondent: J.R. Cunningham
   Director
   Navajo UAF Satellite Center

Cochise

3. Cochise College
   Douglas, AZ 85607
   Respondent: Jo Ann Brown
   Sign Language Instructor

Gila

4. Gila Pueblo College

Graham

5. Eastern Arizona College
   Thatcher, AZ 85552
   Respondent: Mr. Bogard, Chairman
   Title IX Committee

Maricopa

6. Glendale Community College
   6000 W. Olive Ave.
   Glendale, AZ 85301
   Respondent: Bob Flores
   Special Services
   Rehabilitation
   Counselor

7. Maricopa Technical
   Community College
   P.O. Box 13349
   Phoenix, AZ 85002
   Respondent: Lucila B. Skrolland
   Director of Continuing
   Education and Special
   Education Services

8. Mesa Community College
   1833 W. Southern Ave.
   Mesa, AZ 85202
   Respondent: John Mitchell
   Special Services Program

9. Phoenix College
   1202 W. Thomas
   Phoenix, AZ 85013
   Respondent: Paul B. Hume
   Advisor to the Physically
   Limited

10. Scottsdale Community College
    9000 East Chaparral
    Scottsdale, AZ 85251

Mohave

11. Mohave Community College
1971 Jagarson Avenue
Kingman, AZ 85251

Navajo

12. Northland Pioneer College
109 East Arizona Street
Holbrook, AZ 86026

Pima

13. Pima Community College
2202 W. Anklam Road
Tucson, AZ 85709

Respondents: Tina Stewart
Advising Specialist for the Deaf and Blind
Faye Brittain
Facilitator for the Foreign Language Department

Pinal

14. Arizona College of Technology

15. Central Arizona College
204 West Central
Coolidge, AZ 85228

Yavapai

16. Yavapai College
1100 East Sheldon
Prescott, AZ 86301

Respondent: Larry D. Humphrey
Personnel/Affirmative Action

Yuma

17. Arizona Western College
Yuma, AZ 85364

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